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ABSTRACT

In an effort to determine success in establishing an internal culture consistent with the principles of total quality management, Northwestern Michigan College (NMC) conducted a study of faculty and staff attitudes and involvement in the college. The study focused on five measurements: improvement on NMC indicators of success, quality training and involvement of faculty and staff, employee satisfaction with internal service departments, employee job satisfaction, and a faculty and staff assessment of institutional culture. Data on employee attitudes were drawn from a spring 1995 quality service survey of faculty and staff, which received responses from 70% (n=188) of NMC's employees. Study findings included the following: (1) 77% of NMC employees have participated in quality training activities since the inception of the quality initiative; (2) 73.5% agreed or strongly agreed that they were satisfied with services overall, while 10.7% disagreed or strongly disagreed; (3) scores for overall job satisfaction ranged from 3.21 out of 5 for maintenance/custodial staff to 4.10 for executives; (4) faculty were least satisfied with methods for evaluating their job performance, rating it at 2.95 on a 5-point scale; (5) respondents rated NMC's overall quality culture at 3.23, up from 2.99 in 1993-94; and (6) the element of organizational culture receiving the lowest rating was working jointly to solve common problems and effective internal communications. (KP)

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NMC Ends Report

QUALITY CULTURE

August 1995

JC 950 463

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The background data for this report can be obtained from the Chair of the Quality Service Steering Committee, 922-1240.

NORTHWESTERN MICHIGAN COLLEGE

REPORT ON INDICATORS OF SUCCESS
QUALITY CULTURE
AUGUST 1995

Quality Culture Policy (Proposed)

Northwestern Michigan College will create a quality culture characterized by a focus within each unit of the college on determining student or client needs and establishing a plan to achieve continuous improvement in meeting those needs. A quality culture is one in which students, faculty, administrators, and staff relate to each other in a spirit of cooperation, honesty, openness, respect, and sensitivity toward others.

Purpose of Report

The purpose of the quality culture report is to demonstrate NMC's performance in establishing an internal culture consistent with the principles of total quality management. The data included in this report is the beginning of the research which will track institutional performance on this indicator of success over time. From this data, standards of performance will be determined and strategies will be developed to improve performance.

There are five measurement areas included in this report:

1. Improvement on NMC indicators of success
2. Quality training and involvement of faculty and staff
3. Employee satisfaction with internal service departments
4. Job satisfaction
5. Faculty and staff assessment of institutional culture

Measurement Area 1: Improvement on NMC Indicators of Success

NMC has been working on initiatives to create a quality culture since 1991. With the adoption of the NMC Indicators of Success and corresponding measurements, the college can more objectively determine its success and continual improvement in meeting the needs of its customers. The measures for each indicator will be tabulated annually and reported to the board of trustees. The objective is to achieve continual improvement.

In the future, this report on quality culture will summarize the year's improvements, or lack thereof, on all of NMC's indicators of success. This will help us determine whether our model is working and whether we are making progress on the outcomes which matter.

Conclusions:
No conclusions are available for this year's report.

Measurement Area 2: Quality Training and Involvement of Faculty and Staff

The Quality Service Steering Committee (QSSC) is charged with providing needed training on quality principles and tools to all faculty and staff. Training topics include:

Identifying the customers and their needs
Consensus
Committee effectiveness training
Problem-solving tools (cause and effect diagrams, flowcharting, etc.)
Project planning and management tools (affinity diagrams, PERT charts, etc.)
Quality principles
Systems thinking
Teamwork and team-building

Most of the training is provided within cross-functional problem-solving teams as they work through an actual problem. (In addition, the Quality Service Steering Committee has previously presented retreats for all employee groups and continues to provide resource materials on quality and sponsor speakers and teleconferences on quality. The steering committee also develops and conducts various surveys in concert with the Institutional Research Committee.)

Following is a list of the teams that have been established since the inception of the quality initiative:

Final registration
Adjunct faculty contract
Bookstore
Outreach referral system
Telephone coverage
Class scheduling
Support staff vacancy coverage
Parking
Maintenance/custodial work order process
Media Services

Quality Training by NMC Employee Classification

	Employee Retreats		Team Training		In-service Events*	
Employee Group	No.	Pct.	No.	Pct.	No.	Pct.
Faculty	17	18	16	17		
Admin./Professional	32	49	19	29		
Support/Paraprofess.	42	63	24	36		
Maint./Custodial	31	74	6	19		
Total	114	44	65	25	200 (Estimated)	77

* Fox Valley Technical College workshops, conference quality speakers, teleconferences

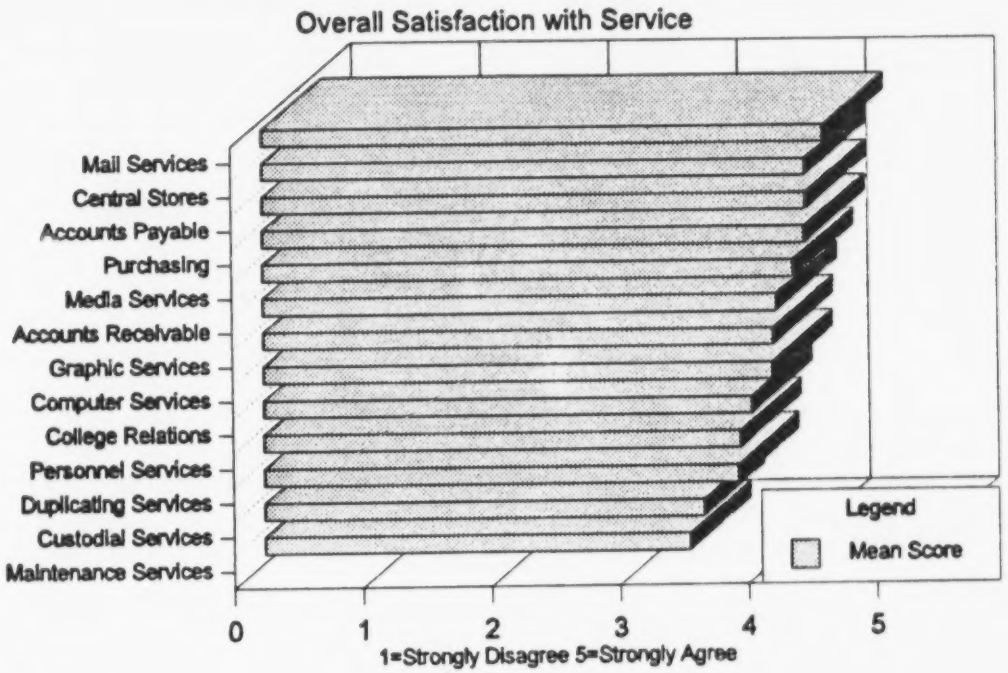
Note: A total of five NMC students have served on improvement teams.

Conclusions:
While the QSSC is pleased with the number of employees receiving training to date, with new avenues for training in customer service and a greater involvement in cross-functional indicator teams to be established under the new governance structure, it is anticipated that a higher percentage of employees will receive training. The ideal would assure that *all* NMC employees receive quality service training on philosophy and basic improvement tools.

Measurement Area 3: Satisfaction with Internal Service Departments

The NMC quality service survey, conducted in spring 1995, asked faculty and staff to rate their overall satisfaction with 13 internal service areas of the college. The response rate was 70 percent, with 188 respondents. It was found that 73.5 percent of the staff surveyed agreed or strongly agreed that overall, they were satisfied with services. Of those surveyed 10.7 percent disagreed or strongly disagreed that overall, they were satisfied with services. The overall mean score of satisfaction was 3.90, with 5 being a strong agreement of satisfaction with service and 1 being a strong disagreement.

Internal Service Departments



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Overall I am satisfied with the services provided by ....

Service Department	Mean Score	% Agree or Strongly Agree	% Disagree or Strongly disagree	*n*
Mail Services	4.37	89.60%	2.20%	182
Central Stores	4.23	86.20%	3.50%	145
Accounts Payable	4.23	85.60%	3.60%	139
Purchasing	4.22	85.10%	3.70%	161
Media Services	4.13	82.40%	4.60%	151
Accounts Receivable	4.00	77.90%	8.40%	131
Graphic Services	3.97	73.70%	6.60%	122
Computer Services	3.96	74.70%	12.90%	162
College Relations	3.80	68.60%	12.10%	140
Personnel Services	3.71	68.10%	14.85%	182
Duplicating Services	3.69	63.10%	14.40%	160
Custodial Services	3.42	56.20%	22.50%	178
Maintenance Services	3.31	50.00%	24.50%	176

Conclusions:
Six of the 13 departments fell below the institutional mean of 3.90 or showed greater than 11 percent dissatisfaction with their service. These departments are to conduct additional investigation into causes and work with the Quality Service Steering Committee on improvement strategies.

Measurement Area 4: Job Satisfaction

The 1993-94 and 1994-95 quality service surveys asked faculty and staff to what extent they were satisfied with various components of their jobs. The response alternatives for the job

satisfaction questions were Very Dissatisfied (1), Dissatisfied (2), Undecided (3), Satisfied (4), Very Satisfied (5). In the table below are the mean scores for the nine job satisfaction questions.

Overall Job Satisfaction Scores

How satisfied are you with ....

Job Component	Overall Mean Score 1994-95	Overall Mean Score 1993-94	1994-95 Overall % of Satisfied/ Very Satisfied	1994-95 Overall % of Dissatisfied/ Very Dissatisfied
Overall job satisfaction?	3.92	3.93	80.0%	4.3%
Present position satisfying your goals and aspirations?	3.92	4.00	76.4%	9.6%
Your personal workspace?	3.81	3.89	72.2%	16.6%
The overall physical environment in which you work?	3.75	3.75	69.1%	18.1%
The salary you receive in your present position?	3.74	3.85	71.6%	16.6%
NMC's pay system?	3.68	3.70	68.6%	16.5%
The job security of your present position?	3.65	3.69	63.8%	14.4%
The resources available to you to carry out the necessary functions of your job?	3.45	3.50	56.7%	23.5%
The way your job performance is evaluated?	3.27	3.25	49.5%	30.1%

$n = 188$

Please note that the return rate for maintenance and custodial employees was 45 percent, while it ranged from 70 to 91 percent for the other employee groups. This rate is not high enough to infer that the results are representative of this group.

Job Satisfaction Scores by Employee Group

How satisfied are you with ....

Job Component	Support/Para-professional	Faculty	Adminis-trative/ Professional	Maint./ Custodial	Executive
Overall job satisfaction?	3.92	3.96	3.95	3.57	4.11
Present position satisfying your goals and aspirations?	3.63	4.16	4.12	3.46	4.44
Your personal workspace?	3.71	3.73	4.13	3.21	4.56
The overall physical environment in which you work?	3.66	3.54	4.15	3.36	4.56
The salary you receive in your present position?	3.50	4.11	3.80	3.00	4.00
NMC's pay system?	3.39	4.02	3.73	3.36	3.89
The job security of your present position?	3.67	3.67	3.63	3.43	3.78
The resources available to you to carry out the necessary functions of your job?	3.62	3.27	3.53	2.86	4.00
The way your job performance is evaluated?	3.40	2.95	3.65	2.64	3.56
Mean Score	3.61	3.71	3.85	3.21	4.10
Responses	$n=64$	$n=56$	$n=40$	$n=14$	$n=9$

Conclusions:
Overall, the faculty and staff were least satisfied with performance evaluation and availability of resources. They were most satisfied with their jobs overall and that their present positions were satisfying their goals and aspirations. There were no significant changes from last year on any of the items.

- Support staff tended to be less satisfied with goals and aspirations being met.

- There were no differences by employee group on job security.
- There is a significant difference in satisfaction with pay by employee group, with faculty, administrative and executive staff more satisfied than support.
- The greatest dissatisfaction with resources available to do the job was in the faculty. Executive staff is most satisfied.
- Faculty were significantly more dissatisfied than the other groups with performance evaluation.
- There were no significant differences between groups on satisfaction with pay system.
- The administrative and executive staff are significantly more satisfied with their physical work environment and personal work space than other groups.
- Although staff may show dissatisfaction in one or more specific areas, the vast majority are satisfied with their positions overall.

5. Faculty and Staff Assessment of Quality Culture

The 1995 quality service survey asked faculty and staff to assess the quality culture at NMC using the statements below. The response alternatives for the quality assessment statements were Not at All (1), Somewhat (3), To a Great Extent (5). The question which rated overall quality culture, had response categories that ranged from Poor (1) through Excellent (5). In the table below are the mean scores for the ten quality assessment statements for the last two years.

Quality Assessment by NMC Faculty and Staff

Statement	1994-95 (n = 188)	1993-94 (n = 153)
Faculty and staff know NMC's vision, values, and mission and their role in achieving them.	3.50	3.46
How would you rate NMC's overall quality culture?	3.23*	2.99
A system for identifying, monitoring, and responding to students, clients, and communities needs and expectations is in place and working.	3.21	3.04
We educate and empower employees to solve problems and improve quality.	3.19*	2.95
We have a college culture that is receptive to change.	3.10	2.91
We focus on fixing the processes rather than blaming people for problems.	3.07	3.10
When we solve a problem, the problem does not recur.	2.96	2.90
Problems are solved in a timely manner with appropriate methods and teamwork.	2.95	2.92
Internal communication channels are effective in providing accurate, timely information in all directions.	2.90	2.74
Faculty, administration, and staff in all departments work jointly to solve common problems, crossing functional barriers.	2.83	2.73

*statistically significant improvement (p is ≤ 0.05)

Conclusions:
Overall, the staff rated crossing functional barriers (working jointly to solve common problems) and effective internal communications the lowest. Knowing the vision and mission and their role in achieving them and the overall quality culture were rated the highest.

In comparison to last year, it is clear that the quality movement at NMC is moving in the right direction. Only one item, fixing the process rather than blaming, moved down this year, but by only 0.03 points. All the other items moved up slightly. The questions on education and overall culture show a significant increase over last year.

Executive staff and administration were the most positive in the area of quality assessment, followed by support staff. Those who were satisfied or very satisfied overall with their jobs tended to rate the quality questions favorably.

NMC Standards of Performance

Standards of performance have yet to be determined.

Strategies for Improvement

Strategies for improvement have yet to be determined.

Prepared by Shelley Merrill, Sallie Donovan, and David Donovan.

Northwestern Michigan College

Northwestern Michigan College is a comprehensive community college which is committed to open access, excellence in teaching and learning, and support for student success through career, enrichment, and transfer programs—in partnership with the communities it serves.

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